# ENGL 1033: Technical Composition II – [section number]

[meeting time and place]

Term:

**Instructor:** XXXXXXXXXX

**Office:** [Please List Your Assigned Office Here]

**Office Hours:** [ALL INSTRUCTORS MUST LIST THREE HOURS PER WEEK]

**Telephone:** XXXXXX

**E-mail:** XXXXXXX

## Course Overview and Required Texts

### Prerequisites:

ENGL 1013: Composition I

### Course Description

This course is specifically designed for architecture, business, and engineering students. In this course, you will learn the principles of effective written communication, such as understanding your audience, knowing your purpose of writing, and recognizing how different genres can appeal to the different needs of your audiences. Through drafting, peer review, and revision, you will become familiar with the principles, procedures, and formats used in preparing some of types of documents composed by academics and professionals in your field.

You will complete four major assignments to develop these skills. First, in the business letter and memo assignment, you will learn to politely and succinctly make a request after summarizing your context for writing. Following that, by writing an extended definition, you will learn to define a concept using your knowledge of your audience to tailor the details of that concept and format your writing that suits your needs. Then, you will further refine the skills of writing succinctly and with detail in the process instructions assignment. Finally, you will combine all those skills to write an unsolicited proposal.

### Course Goals

By the end of this course, you will learn to

1. analyze rhetorical situations;
2. identify authoritative sources in your respective disciplines;
3. draft documents according to common forms used for technical writing purposes;
4. recognize the demands that particular audiences place on written communication;
5. use electronic resources to support library research;
6. generate a set of principles that guides your sense of effective writing practices; and
7. practice academic integrity and ethical communicative aims.

### Centering Diverse Perspectives

In this course, we’re going to open ourselves up to new ways of seeing the world and its people. Each unit will open up with a reading that we will use as an example for the skill that we will practice (summarizing, analyzing, synthesizing, and proposing/advocating). We want to encourage you to think outside of your normal approach to problems, issues, and culture, and to help us all understand the value that diversity and diverse perspectives bring to our work and lives.

### Course Textbooks

* Practical Strategies forTechnical Communication, 3rd ed., by Mike Markel. Boston: Bedford/St. Martin’s, 2019
* Handbook of Technical Writing, 12th ed., by Gerald J.Alred, Charles T. Brusaw, and Walter E. Oliu. Boston: Bedford/St. Martin’s, 2019

These books are available as inclusive access textbooks via FirstDay Materials on BlackBoard. This means that you do not have to pay upfront – the charge will show up on your UAConnect account. If you do not want inclusive access, please remember to “opt out’.

### Assignments

Major Assignment 1: Genre Analysis

Major Assignment 2: Genre Writing in Context

Major Assignment 3: Group Multi-Genre Advocacy Group Project

Major Assignment 4: Portfolio

Weekly Writing Assignments

### Course Grading Scale

See Grading Contract

## Course Policies

### Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. Moreover, the University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me privately at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through the Center for Educational Access (contact 479–575–3104 or visit [http://cea.uark.edu](http://cea.uark.edu/) for more information on registration procedures).

### Discrimination and Sexual Harassment

Anyone experiencing discrimination and/or sexual harassment while at the university may report it to a complaint officer appointed by the Chancellor. The complaint officer will discuss any situation or event that the complainant considers discriminatory or constitutive of sexual harassment. Reports may be made by the person experiencing the harassment or by a third party, such as a witness to the harassment or someone who is told of the harassment. For more information and to report allegations of discrimination and/or sexual harassment, contact the Office of Equal Opportunity and Compliance, 346 N. West Avenue (West Avenue Annex), 479-575-4019 (voice) or 479-575-3646 (tdd).

### Course Recording Policy

Tape-recording and/or any other form of electronic capturing of lectures is expressly forbidden. Transcripts of lectures will be made available on Blackboard or through the ECHO 360 system. Be aware that this is a legal matter involving intellectual property rights as described below:

State common law and federal copyright law protect my syllabus and lectures. They are my own original expression and I record my lectures while I deliver them in order to secure protection. Whereas you are authorized to take notes in class thereby creating derivative work from my lecture, the authorization extends only to making one set of notes for your own personal use and no other use. **You are not authorized to record my lectures, to provide your notes to anyone else or to make any commercial use of them without expressed, prior permission from me.**

Persons authorized to take notes for the Center for Educational Access, for the benefit of students registered with the Center, will be permitted to do so, but such use still is limited to personal, non-commercial use. Similarly, you are permitted to reproduce notes for a student in this class who has missed class due to authorized travel, absence due to illness, etc.

### Academic Integrity

“As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is possible only when intellectual honesty and individual integrity prevail. Each University of Arkansas student is required to be familiar with, and abide by, the University’s ‘Academic Integrity Policy,’ which may be found at <<https://honesty.uark.edu/policy/index.php>> Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.”

— Office of the Provost and Vice-Chancellor for Academic Affairs

#### Policy Regarding Reusing Classwork

The University defines plagiarism as “offering as one’s own work, the words, ideas, or arguments of another person or using the work of another without appropriate attribution by quotation, reference, or footnote.” In addition, submitting work you have turned in to fulfill requirements for another course may still constitute plagiarism. Please obtain your instructor’s permission before turning in previously submitted work. Refer to the sanction rubric <<http://honesty.uark.edu/sanction-rubric/>> for a list of specific violations covered by the University’s Academic Integrity Policy.

[You will need to modify the following policies (Attendance, Classroom Disruption, Inclement Weather, and Emergency Procedures) if you are teaching remotely. You will also need to add a Communication/Office Hours & Feedback Policy. See the Course Guide for samples.]

### Absence Policy

Absences that are recognized by university policy as excusable do not count towards your final absence total, so long as you inform your instructor of the absence and reason for the absence within a week. Students who will be missing class due to university events should provide a schedule of all planned absences at the start of the semester when possible. All other missed class meetings will count as an absence when tabulating your final grade. The following are considered excusable by the University of Arkansas’s official policy:

1. Illness of the student
2. Serious illness or death of a member of the student’s immediate family or other family crisis
3. University-sponsored activities for which the students’ attendance is require by virtue of scholarship or leadership/participation responsibilities
4. Religious observations as defined by the Students’ Religious Observances policy included below.
5. Jury duty or subpoena for court appearance
6. Military duty

#### Students’ Religious Observances Policy

“Although Christian religious holidays are reflected to some extent in the academic calendar of the university, holidays of other religious groups are not. When members of other religions seek to be excused from class for religious reasons, they are expected to provide their instructors with a schedule of religious holidays that they intend to observe, in writing, before the completion of the first week of classes. The Schedule of Classes should inform students of the university calendar of events, including class meeting and final examination dates, so that before they enroll they can take into account their calendar of religious observances. Scheduling should be done with recognition of religious observances where possible. However, faculty members are expected to allow students to make up work scheduled for dates during which the student’s religious observances are scheduled, to the extent possible.” (University of Arkansas Faculty Handbook, Section 2)

### [Classroom Disruption: Modifications Needed for Remote Learning]

Class discussions are interactive and diverse opinions will be shared; please be thoughtful in sharing your perspectives and responses with one another. Abusive language directed towards others will not be tolerated in

the classroom. Other behaviors that can be disruptive are chatting and whispering during class, the use of electronic equipment, reading the paper during class, preparing to leave before class is over, and consistently arriving late to class. Please keep these disruptions to a minimum. Inappropriate behavior in the classroom may result in a request to leave the class and/or a referral to the Office of Academic Integrity and Student Conduct.

### [Inclement Weather: Modifications Needed for Remote Learning]

When the university is closed, all classes are also cancelled. If a weather delay affects university operations, then class will be cancelled if it is scheduled before the university resumes operations.

### [Emergency Procedures]

Many types of emergencies can occur on campus, so it is crucial that we be prepared to respond appropriately in the event of severe weather, armed assailants, or fire alarms. In keeping with the detailed instructions found at **emergency.uark.edu**, if a weather emergency occurs during our class:

* Always follow the directions of the instructor or emergency personnel.
* If told to evacuate, do so immediately.
* If told to shelter-in-place, find a room, in the center of the building with no windows, on the lower level of the building.
* If you cannot get to the lowest floor, pick a hallway in the center of the building.

In the event of an armed assailant or physical attack (CADD):

* **C**ALL—9-1-1
* **A**VOID—If possible, self-evacuate to a safe area outside of the building.
* **D**ENY—Barricade doors with desks, chairs, bookcases or similar objects. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet until police arrive.
* **D**EFEND- Use chairs, desks, cell phones or whatever is immediately available to distract

### [Insert Communications Policy: Consult Course Guide]

### [Feedback Policy: Consult Course Guide]

## Your Well-Being

I respect the fullness of your lives and responsibilities outside of this class. If you experience something that impedes your ability to learn in this class, I invite you to discuss this with me. You absolutely **do not**have to disclose the details of your circumstances, but you are welcome to approach me so we might locate resources or other guidance for you.

Here is a list of campus resources that you might find useful in your time here:

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| Jane B. Gearhart Full Circle Food Pantry  324 Stadium Drive | WAHR C204 | Bud Walton Hall  M 11am-3pm, W 3pm-5pm, Th 10am-2pm | 479-575-7693  Student-led food assistance program. They serve anyone with a U of A or a UAMS ID and their household, providing a three-day supply of groceries and personal care items, up to 2x/week.  <https://service.uark.edu/services/pantry/index.php> |
| Center for Educational Access  209 ARKU, University of Arkansas  479-575-3104  <https://cea.uark.edu/> |
| RESPECT (Rape Education by Peers Encouraging Conscious Thought)  Pat Walker Health Center, University of Arkansas  (479) 575-7252  <https://respect.uark.edu/resources/>  STAR Central Web  Location: Pat Walker Health Center | Second Floor - Room 2129 | M-F 8am-5pm  479-575-7252  The office of STAR Central offers Support, Training, Advocacy, & Resources on Sexual Assault and Relationship Violence. STAR Central serves the university community through education programs, professional consultations and victim advocacy services. STAR Central is located on the second floor of the new addition of the health center in room 2129. All contacts and survivor services are confidential. |
| Center for Multicultural and Diversity Education  ARKU 404  479-575-8405  <https://multicultural.uark.edu/about-us/index.php> |
| Veterans Resource and Information Center  GACS Suites 115-116 | 640 N. Garland Avenue | M-F 8am-5pm  479-575-8742  <https://veteranscenter.uark.edu> |
| Women’s Clinic (serving patients of all genders)  Pat Walker Health Center  525 N. Garland Ave.  479-575-4478  <https://health.uark.edu/medical-health/womensclinic.php> |
| Counseling and Psychological Services (CAPS)  Pat Walker Health Center  525 N. Garland Ave.  479-575-5276  <https://health.uark.edu/mental-health/index.php>  CAPS also offers drop-in, informal consultations. For updated hours see: <https://health.uark.edu/mental-health/letstalk.php> |

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| Office of International Students and Scholars  104 Holcombe Hall  479-575-5003  <https://international-students.uark.edu/index.php> |
| LGBTQIA+ Mentoring  479-575-8405  Contact: Adrain Smith [atsmith@uark.edu](mailto:atsmith@uark.edu)  <https://multicultural.uark.edu/diversity-and-inclusion/programs/lgbtqia.php> |
| La Oficina Latina  Contact: Magdalena Arroyo [arroyo@uark.edu](mailto:arroyo@uark.edu)  <https://multicultural.uark.edu/diversity-and-inclusion/programs/la-oficina-latina.php> |
| Academic Enrichment Program (AEP)  Designed to enhance the college experience of first-generation, low-income and other underrepresented students by providing a combination of effective advisement and mentorship, student development opportunities, academic coaching, and different learning experiences.  (479) 575-5014  Contact: Brande Flack: bmflack@uark.edu |
| Student Support Services Web  Location: 008 Gregson Hall | 479-575-3546 | Monday-Friday 8am -5pm  Student Support Services provides a combination of programs and services to students who are first-generation, and/or modest-income, and/or individuals with disabilities.  <https://sss.uark.edu/index.php> |
| College of Arts & Sciences Programs  African and African American Studies | 230 Memorial Hall  [https://fulbright.uark.edu/area-studies/african-and-african-american-studies/](https://fulbright.uark.edu/area-studies/african-and-african-american-studies/about-the-program/index.php)  Asian Studies | Old Main 428  <https://fulbright.uark.edu/area-studies/asian-studies/>  Indigenous Studies Program | Kimpel Hall 714  <https://fulbright.uark.edu/area-studies/indigenous-studies/>  Latin American Studies Program | Kimpel Hall 723  <https://fulbright.uark.edu/area-studies/latin-american-and-latino-studies/> |

Compiled by Dr. Jo Hsu ([vjohsu@uark.edu](mailto:vjohsu@uark.edu)), Updated 8/24/2019

## Assignments, Grading, and Schedule

### Brief Major Assignment Descriptions

Consult your instructor’s Course Assignment Sheets for more information on preparing to write, what lessons to review, due dates, and checklists.

#### Assignment 1: Business Correspondence

For your first assignment, you will prepare two documents, a **business letter** and a **memo**. Review *PSTC* pp. 241-254 for a thorough explanation of the major aspects of form regarding letters and memos. See *HTW* “Memos,” pp. 343-345, and “Letters,” pp. 316-321 to further review the formal specifics of these types of documents.

#### Assignment 2: Extended Definition

For your second assignment, you will write an **extended definition**. An extended definition is a detailed clarification of an object, mechanism, process, or concept. As discussed in your text, there is no one way to extend a definition. The analysis of both the purpose of the larger document to which the definition belongs and the audience to whom it is addressed will determine the direction you take in elaboration.

#### Assignment 3: Process Instructions

For your third assignment, you will write **process instructions**. Process instructions tell a reader how to perform a task. As discussed in Chapter 14 of *PSTC*, writing good process instructions requires careful consideration of your audience and a clearly organized set of steps to be performed.

#### Assignment 4: Formal Unsolicited Proposal

Your final assignment requires you to select a topic for which you will identify a problem, opportunity, or need for which you will offer a solution. You can investigate a topic in your discourse community (i.e. major/ field of study), but are also free to research a university or hometown problem, or other topic. You are to treat this proposal as **unsolicited** (*PSTC* pp. 276-278). For a fuller discussion of proposals, see *PSTC* pp. 274-297.

### Approximate Course Overview

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| Week | Unit | | Weekly Objectives By the end of the week, you will be able to: | Chapters Covered &  Major Due Dates |
| 1  [MM-DD] | | Introduction to Technical Writing | * Identify where to find important information in the syllabus. * Describe the purpose and parameters of Assignment 1. * Explain the genre expectations of technical writing. * Differentiate between technical writing and other genres of academic and non-academic writing | * Practical Strategies: Ch. 1;  Handbook: *Technical Writing Style* * Practical Strategies: Ch. 9;  Handbook: *Letters* & *Memos* |
| 2  [MM-DD] | | Introduction to Technical Writing | * Identify who potential audiences are in technical communication. * Describe the purpose of technical communication. * Analyze the difference in rhetorical situations of business letters and memos with regard to audience and purpose | * Practical Strategies: Ch. 4;  Handbook: *Purpose* & *Audience* * Draft of Assignment 1 |
| 3  [MM-DD] | | Introduction to Technical Writing | * Explain why organization and coherence matter when writing for your audience. * Provide useful feedback for your peers’ drafts. * Describe the purpose and parameters of Assignment 2.   **Note: Mon, Sep 7 is Labor Day!** | * Practical Strategies: Ch. 6, pp. 102-116 * Peer Review of Assignment 1 |
| 4  [MM-DD] | | Definitions & Descriptions | * Explain the importance of writing clear definitions and descriptions. * Develop criteria for writing clear definitions and descriptions. * Compose definitions and descriptions for varying levels of formality using clear, effective sentences. | * Practical Strategies: Ch. 14;  Handbook: *Defining Terms*, *Definition* *Method of Development* & *Description* * Practical Strategies: Ch. 6, pp. 116-149 * **Assignment 1 Due!** |
| 5  [MM-DD] | | Definitions & Descriptions | * Explain the role of “audience” for the purpose of completing Assignment 2. * Evaluate technical definitions for their coherence, sentence clarity, and word choice. * Compose definitions and descriptions for varying levels of formality using clear, effective sentences. | * Handbook: *Coherence, Sentence Construction* & *Word Choice* * Practical Strategies: Appendix B, *Editing & Proofreading Documents* |
| 6  [MM-DD] | | Definitions & Descriptions | * Use principles of good editing and proofreading to complete and edit a draft of Assignment 2. | * Draft of Assignment 2 |
| 7  [MM-DD] | | Definitions & Descriptions | **Conferences!**   * Provide useful feedback for your peers’ drafts. | * Bring draft of Assignment 2 to Conference * Peer Review of Assignment 2 |
| 8  [MM-DD] | | Instructions | * Describe the purpose and parameters of Assignment 3. * Explain the importance of clarity in writing instructions. * Develop criteria for writing clear instructions. * Evaluate the clarity and usability of a set of instructions | * Practical Strategies: Ch. 14;  Handbook: *Instructions* & *Usability Testing* * Practical Strategies: Ch. 7, pp. 152-187 * **Assignment 2 Due!** |
| Week | | **Unit** | **Weekly Objectives** By the end of the week, you will be able to: | **Chapters Covered &  Major Due Dates** |
| 9  [MM-DD] | | Instructions | * Identify strategies for appropriate and effective communication in global environments. * Identify best practices for appropriate and effective use of graphics in global environments. * Explain what to avoid when composing for global purposes and audiences. * Optional Conferences for Assignment 3 | * Handbook: *Global Communication*, *Global Graphics* * Draft of Assignment 3 |
| 10  [MM-DD] | | Instructions | * Identify strategies for choosing visuals for purpose and audience. * Identify best practices for integrating visuals with text. * Explain which graphs and tables to use for a particular data set, audience, and purpose. * List several strategies for creating effective content for the web. | * Handbook: *Visuals, Graphs, Tables, Writing for the Web, & Layout & Design* * Peer Review of Assignment 3 |
| 11  [MM-DD] | | Instructions | * Identify what ethical considerations should factor into writing. * Explain what obligations your message may have towards your employer, the public, the environment, and copyright holders. * Explain how to use social media ethically. | * Practical Strategies: Ch. 2;  Handbook: *Ethics in Writing* * **Assignment 3 Due!** |
| 12  [MM-DD] | | Proposals | * Distinguish between solicited and unsolicited proposals. * Identify the rhetorical situation of an unsolicited proposal. * Conduct research on a topic related to the unsolicited proposal. * Generate a working bibliography for the unsolicited proposal. | * Practical Strategies: Ch. 5 Handbook: *Research, Documenting Sources, & Note-taking* * Practical Strategies: Ch. 11 Handbook: *Proposals* |
| 13  [MM-DD] | | Proposals | * Develop a guideline for preparing and delivering persuasive presentations. | * Practical Strategies: Ch. 7, pp. 171-192 Handbook: *Presentations* & *Persuasion* * Draft of Assignment 4 |
| [MM-DD] | | Proposals | **Conferences!**  **Fall & Thanksgiving Break** | Bring Draft of Assignment 4 to Conference |
| 14  [MM-DD] | | Proposals | * Student Presentation of Proposals (can push to the last week) * Define what it means to “polish” a proposal. * Explain the importance of “polishing” a proposal. * Provide useful feedback to peers’ proposals | * Polishing Workshop for Assignment 4 * Peer Review of Assignment 4 |
| 15  [MM-DD] | | Proposals | * Student Presentations of Proposals * Last Day of Class: [MM-DD] * Dead Day: [MM-DD] | * Student Presentations of Proposals * **Assignment 4 Due!** |